

METHOD TEACHING OF COMMERCE

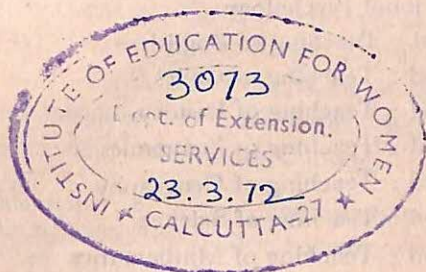


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METHOD Teaching of Commerce

(Questions and Answers)



By

Prof. B. C. Rai,

Author of

'Theory of Education, Educational Psychology,
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PUBLISHER'S NOTE

We are glad to place into the hands of our valued readers 'The Teaching of Commerce. There is very limited scope for this book, as very few Commerce Graduates go in for Teachers' Training *i. e.* L. T., B. T., B. Ed., yet. Some of them who have preferred to become pupil-teachers wanted such a book and we have, in deference to their wishes brought it out.

The book deals with principles and methods of teaching Commerce to the Students of higher secondary classes in a scientific manner. The method of preparing a successful lesson-plan has also been given and at the end of the book there are lesson plans to illustrate this method.

The book, at the demand of our readers has been written in question-answer form, yet the subject-matter is perfectly upto-date and conforms to the standard of teaching.

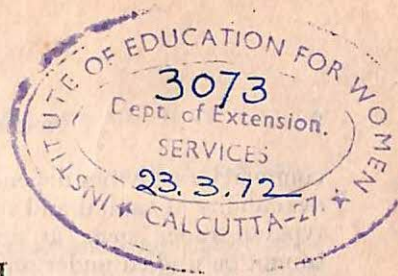
The author and the publishers are grateful to the authors from whose works help has been taken in preparing the manuscript of the book.

Suggestions for the improvement of the book are welcome and shall be gratefully acknowledged.

Prakashan Kendra
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CHAPTER I

COMMERCE, ITS DEFINITION AND SCOPE OF STUDY

Q. What do you mean by Commerce ? What is its scope of study ?

Or

Write a short essay on the definition and scope of the study of Commerce ?

Ans. Commerce.—This is an age of specialization where the entire field of knowledge has been divided into different compartments. Commerce is that branch of knowledge that deals with business, trade and other allied activities. The word 'Commerce' has a wide connotation. It includes different activities such as production, distribution, etc. It is worthwhile to distinguish between business and commerce. Business comparatively connotes narrower scope. It deals with sale and purchase of certain commodities. In other words, we may say that business or trade is a part of commerce.

Significance of Commerce.—Commerce has a significant place in modern life and civilization. In fact, it has contributed a lot towards the development of the modern civilization. This is an era of trade and commerce, which has transcended the barriers of land and race.

Scope of the study of Commerce.—We have already seen that Commerce has a wide connotation. It is, in fact, a name for different activities. For the convenience of study, it may be divided under the following heads :—

- (1) Forms of business organisations.
- (2) Commercial activities.
- (3) Basic commercial institutions.
- (4) Day-to-day and practical activities of Commerce.
- (5) Other activities having bearing on commerce or having relation with Commerce.

Let us try to study about each of them a bit in detail.

Forms of business organisations.—Commerce is conducted by different individuals and different organisations. In fact,

commercial activities depend upon several factors—geographical, availability of capital and such other things. There are different types of trade, such as import, export, etc. All these things cannot be studied under one head or one organisation. There are different organisations for all these activities and so it is natural to study them separately. All these organisations and activities are guided by the knowledge of commerce.

In the beginning, certain trades are started by certain individuals. Then, those individuals grow into limited companies. Later on, certain monopolies are established.

Apart from these types of trades, in day-to-day life, we see that there is one retail sale and wholesale. There are middle men who conduct many of these trades and business activities. All these factors fall within the scope of the study of commerce.

Commercial activities.—These activities may also be classified under the following two types :—

(a) **Main and subsidiary.**—Under the main activities, activities pertaining to sale and purchase are taken up. In fact, these are very important activities. No businessman can conduct his business without resorting to sale and purchase. While selling a thing or purchasing a thing, he has to take recourse to credit. Then, sale and purchase of credit are not limited to a local area. They go beyond the limits of locality and nation. These activities are found even in international field.

What is true of sale is also true of purchase. Different activities are organised for the promotion of the sale. Then, there are different types of purchases, such as Higher Purchase, Deferred Payment, Cash Payment, On sale and Return etc. All these activities fall within the scope of the study of commerce.

All such activities that help the main activities of sale and purchase are called subsidiary activities. These activities relate to promotion of sales, enquiry about sales and purchase, market research, store control, despatch etc. Advertisement is an important part of this category of activities.

Basic commercial institutions.—Today trade and commerce have acquired international dimensions. Several organisations have come into being in order to assist these commercial activities. Commerce requires transportation of goods from one place to other. It is not possible for the businessman himself to undertake even this activity. He has, therefore, to take help from certain *transport agencies*. Today several transport companies and agencies have come into being that carry goods from one place to

the other. Goods are carried by trucks, railways, ships and sometimes even aeroplanes.

Nationalisation of transport companies and agencies.—Today, with the growth of socialism, several countries have taken to nationalisation and control of the commercial activities by the society. All India Radio and Railways are examples of nationalizations.

Apart from the transport agencies, there are stock exchanges and produce exchanges. These agencies try to help the business in field of shares and marketing of products. There are several types of such agencies, in accordance of different goods and commodities.

Agencies and agents.—With the growth and expansion in the dimensions of commerce and trade, it is not possible for the businessmen to undertake all the activities at different places. He, therefore, does the principal work and asks his other helpers to undertake commercial activities at different places. *Agency System and Agents* are an important institution in this regard. Then, there are Trade Associations Merchantile Agencies, Chambers of Commerce, banks, insurance companies etc., that are the basic institutions of commerce. They preserve and promote commerce in different ways.

Day-to-day and practical activities of commerce.—This is in fact, nothing but the office work that controls the activities of commerce and business. No business activity can be run unless there is proper secretarial arrangement and efficient correspondence. Firms have to exchange letters and correspondence in order to have proper control over the business. When the business grows large, even the Secretariat work is divided into different departments, each department dealing with one activity, such as routine work, cash stores, advertisement. In big business concerns, such division of work is invariably seen. Each department is under the charge of some responsible individual and all such individuals are under the charge of one single head.

In order to promote the activities of commerce, quotations are invited and sent, stores are issued, reminders are sent to realise the dues and offers are made. All this is done through correspondence, which is called the life blood of commerce.

With the contribution of the scientific inventions, certain devices that save human labour have been introduced. Typewriters, calculating machines, computers, billing machines, etc., are such aids. They also form the part of the office and practical aspect of the commerce. Printing Press is also a helping agency in this regard.

In the office of every concern or commercial concern, several types of books, such as cash book, order book, accounts books, sales registers etc., are maintained. They all form a part of the study of the commerce.

Today companies are growing into limited concerns that have share-holders and other persons connected with the activities. Record has to be kept about the different activities of the companies, so that no irregularity may cause loss to business. In the modern set-up, Government has a control over the business. Commercial concerns have, therefore, to keep a regular correspondence with Government and its other agencies. Income-tax is an integral part of the commercial activities. This aspect is dealt with by the office only.

Other activities of commerce.—Economics plays an important part in commerce. Several theories in Economics are employed in practical shape in commerce. All the activities that relate to these things also fall under the scope of the study of commerce. Theory of Employment and Interest, State Control over Business and commercial activities, Public Finances, etc., are also studied under Commerce. Planning of the business, production and sale is also a part of the study of commerce. Commercial Law and its different activities also form the study of the subject of Commerce. In short, we may say that the scope of commerce is wide and varied. It deals with several activities of commerce that we observe in day-to-day life.

POINTS FOR REVISION

1. Commerce is an integral part of modern civilization. It includes trade and other allied activities.
2. Commerce is a wide term that includes several branches and activities pertaining to trade and commerce.
3. Commerce is a wide term as compared to business or trade.
4. The subject matter or the scope of study of commerce may be divided into the following five heads:—
 - (a) Forms of business organisations.
 - (b) Commercial activities.
 - (c) Basic commercial institutions.
 - (d) Day-to-day and practical activities of commerce.
 - (e) Other activities having bearing on commerce or having relation with commerce.
5. In short, commerce has to do with different aspects and activities of trade and commerce.



CHAPTER II

AIMS AND VALUE OF THE TEACHING OF COMMERCE

Or

IMPORTANCE OF COMMERCE AS A SUBJECT OF CURRICULUM

Q. Describe briefly the aims and value of Commerce ?

Or

What are the causes that have provided an important place to commerce in the school curriculum ?

Ans. Need for teaching commerce.—Today social life is based on commercial activities. It is not possible to have the smooth working of the society unless the commerce is there. In fact, commerce has brought about the civilization of mankind. It is through commerce that we are able to do many things in life. Production, its distribution and supply of goods, is the result of commerce. It is through commerce only that co-ordination between different trades and production activities is possible. Therefore, it is essential that the teaching of commerce should be done. Without the teaching of this subject, it shall not be possible to have the proper working of the society.

Gains of the teaching of commerce.—The teaching of commerce brings about the following gains. It is on account of these gains that it has been given a place in the school curriculum.

1. Development of human civilization.—Through commerce, human civilization has developed. Raw material is converted into finished goods only through commerce. Countries that have raw material, sell it to the countries that manufacture goods from that raw material. Thus, there is an inter-dependence of countries and greater get-together. All this brings about the development of human civilization.

2. Proper distribution.—It is through commerce that proper distribution of finished goods and raw materials, cereals, etc. is possible. The organisation of the trade brings all this about. Trade may be conducted by private individuals and the State itself. It is through commerce that we are able to get things in India that are manufactured in Europe, America or other foreign countries.

3. Development of internationalism.—This is an age of world civilization. Barriers between different countries of the world are being broken. This is good for human race and world peace. Commerce makes a valuable contribution in this direction. Through commerce, it is possible to conduct trade on international pattern or level. The things produced in one country are transported to another country, because the other country needs them. In India we find a practical example of all this. Today India is faced with the deficit of foodgrains and we are getting them on commercial basis from countries of America, Australia, Canada, etc. This has definitely strengthened the spirit of internationalism.

4. Encouragement to new inventions.—Through commerce, people are encouraged to make new things. Necessity is the mother of invention and that necessity is created by commerce and other commercial activities.

5. Transfer of means of development.—Today we find that certain countries of the world are developed while the others are still developing. Through commerce, it is possible to transfer and transport the means and agencies through which the development is possible. Egypt was rich in oil resources, but it was not rich in the process of refinement of oil and other activities. Russia came to her help in this regard. It was an example of such an activity.

6. Possibility to save people and countries from difficulties.—International commerce is a developed form of commerce. Through this, it is possible to save the people of a country, that may be in difficulty due to earthquake, brought or some other natural calamity. India at present is getting that type of help.

7. Expansion and utilisation of new inventions.—New inventions or new things are not complete in themselves. They need to be spread and propagated. This can be done only through commerce and trade.

8. Brings about the development of society.—Through commerce, it is possible to bring about the development of the human society. In olden days, there was slavery. That was done away with. Feudalism also came to an end. All this happened only on account of commerce and its development.

Several countries of the world, such as Java, Sumatra, United States of America, Canada, Cuba, etc. could grow and develop only on account of trade and commerce. Without commerce, these countries would have remained backward.

9. Influences politics and political activities.—Today commerce has influenced politics as well. The means of production are controlled by commerce and so it is natural for it to influence politics. If commerce is run on healthy lines, the politics is also run on healthy lines. But, if commerce goes in wrong direction, the money is bound to influence politics in a way that shall have disastrous effect on the society.

10. Develops healthy competition.—In commerce, there is an element of competition. It is due to this competition that several new things come to market. This ultimately brings about the development of human civilization and society.

On account of the factors enumerated above, commerce has been given an important place in the school curriculum. These factors influence education and ultimately the society.

Aims and objects of the teaching of commerce.—No subject can be taught successfully without having clear aims and objects before it. These aims and objects are the guiding source of the study. They are determined in conformity with the requirements of the society and the psycho-physical requirements of the educands. Given below are certain aims and objects that determine the teaching of commerce.

1. To develop general efficiency in the students.—Through the teaching of commerce, it is possible to develop the general efficiency of the students. They gain some practical experience in life and are able to know about the methods of keeping accounts and having proper control over the income and expenditure. This ultimately helps them to acquire proper economic attitude in life.

2. Economic efficiency.—Through the teaching of commerce, it is possible to help the young boys and girls acquire economic efficiency. They acquire competence to earn their livelihood by going in for the jobs of commercial advisers, accountants, treasurers, etc. They are also able to go in for other jobs that suit their talents.

3. To develop the habit of honesty and thriftiness.—Commerce provides us with the knowledge about the proper use of money. It also imparts knowledge about the results that are caused due to improper use of money. This knowledge helps the young men to acquire the habit of honesty and thriftiness.

4. Development of social qualities like tolerance, social service, humility, perseverance etc.—We normally see that several people crowd round a single shop keeper yet he does not lose patience. He also tries to be courteous to all because he knows that this business depends on their coming to the shop. This

is true about other aspects of commerce as well. In big commercial concerns, this need is seen on a larger pattern. In short, we may say that the knowledge of commerce is helpful in the development of qualities like tolerance, perseverance, social service, humility, courtesy, etc.

5. Knowledge about organisation of trade and commerce.—Students of today are the citizens of tomorrow. They have to enter into life. Many of them may take up trade and business. The knowledge of commerce provides them with an insight into the organisation and the working of business and commerce.

6. Knowledge of practical working of theoretical knowledge of commerce.—Commerce is not only a theoretical subject. It has a practical aspect as well. Even while teaching theory, certain illustrations from practical life are also quoted and brought before the students. All this helps them to have a view of the practical working of the theoretical knowledge of commerce.

In the sale and purchase of goods, the element of competition plays an important role. This theoretical knowledge can be very well illustrated with the help of the examples from the market. The causes of the rise in prices may also be explained with the help of the examples from the market. These things would provide a practical knowledge to the students.

7. Knowledge about successful living.—Every student has to build a home, marry and have children and maintain a family. In all these activities, economy plays an important part. The head of the family has to earn and spend the money in a proper manner, so that the needs of the life may be fulfilled. Through the knowledge of commerce, it is possible for the citizens of tomorrow to acquire proper understanding of the budget and implications of organising expenditure according to income. Successful living is sometimes disturbed due to economic imbalances. The knowledge of commerce is helpful in eradicating such disturbances.

8. Development of a realistic attitude towards life.—Life is not a bed of roses, neither it is a bed of thorns. It is something in between the two. Human efforts may make it like that. Then socio-economic conditions also influence the working of the life. The citizens of tomorrow have to be made aware of all these things, so that they may be able to acquire a realistic attitude towards life and do things in a proper manner.

9. Assistance in the economic development of the country and the society.—We as citizens of the country owe a lot to our motherland. Economic prosperity of the motherland has

also to be brought about. The knowledge of commerce is helpful in this direction. Patriotic citizens can bring about economic development through the knowledge of the society.

10. Development and encouragement to the ideals of internationalism and world brotherhood.—Commerce, as already stated, has transcended the barriers of nationality and land. It has now come to realise that no country is self-sufficient. Citizens of a country use things manufactured in other countries. Such a realisation helps the development of the international outlook and world brotherhood.

POINTS FOR REVISION

1. Commerce today occupies an important place in our society. It has, therefore, been given a place in the school curriculum.

2. No subject can be taught without specific aims and objects. These aims and objects are determined in accordance with the aims and objects of the society and the psycho-physical requirements of the educands.

3. Given below are the advantages or the gains of the teaching of commerce that have led to its being given a significant place in the school curriculum :—

- (a) Development of human civilization.
- (b) Proper distribution.
- (c) Development of internationalism.
- (d) Encouragement to new inventions.
- (e) Transfer of means of development.
- (f) Possibility to save people and countries from difficulties.
- (g) Expansion and utilisation of new inventions.
- (h) Brings about the development of society.
- (i) Influences politics and political activities.
- (j) Develops healthy competition.

4. The teaching of commerce is guided by the aims and objects enumerated below :—

- (a) To develop general efficiency in the students.
- (b) Economic efficiency.
- (c) To develop the habit of honesty and thriftiness.
- (d) Development of social qualities like tolerance, social service, humility, perseverance, etc.
- (e) Knowledge about organisation of trade and commerce.

- (f) Knowledge of practical working of theoretical knowledge of commerce.
- (g) Knowledge about successful living.
- (h) Development of a realistic attitude towards life.
- (i) Assistance in the economic development of the country and the society.
- (j) Development and encouragement to the ideals of internationalism and world brotherhood.

CHAPTER III

DISADVANTAGES OR DEMERITS OF THE TEACHING OF COMMERCE

Q. Describe briefly the demerits and the difficulties of the teaching of commerce ?

Or

"It is not all gainful to have Commerce as a school subject." Discuss this statement.

Ans. Teaching of Commerce and disadvantages.—

This is true that commerce has several advantages and, therefore, its teaching is helpful to individual as well as the society. On the other hand, it cannot be denied that it has certain disadvantages. These disadvantages have crept into its teaching as well. In the following lines, an attempt has been made to assess the disadvantages of the teaching of commerce.

Development of colonialism and imperialism.—When there is keen competition, within a particular country, the competitors try to find out new markets elsewhere. These markets are sometimes politically captured as well. On account of the desire to find new market abroad, Britain, France and other industrially developed countries captured new colonies. India fell into the clutches of Britain only because England wanted a market for her finished goods and carry away the raw material. Thus, the development of colonialism and imperialism is an off-shoot of the development of commerce.

Encourages war.—Sometimes the competitors in the field of commerce take to the arms in order to establish their supremacy and establish new markets. The war that is being fought in Vietnam is a result, to a very great extent, of the disadvantages of commerce. The last two world wars were fought more on account of commercial reasons than on account of political reasons.

Competition and its evil effects.—Competition is a healthy element of commerce and business. It has certain evil effects as well when certain unhealthy elements creep in. When competitors indulge in unnecessary competition and sell things at very low prices, this sometimes brings about destruction to both.

Evil effects of biddings.—Due to commerce, stock exchanges have come into existence. Their biddings go on. When the calculation fails, several millionaires are converted into paupers. This is an unhealthy practice of the world of commerce.

Concealing Income-tax.—Through the knowledge of Commerce and the working of Income-tax and other departments, that deal with commerce, businessmen develop the tendency of concealing the Income Tax. Through their knowledge of commerce, they are able to manipulate the books and the entries therein.

Development of monopolies.—Commerce has brought about monopolistic control over certain trades and business. This monopolistic control has its own evil effect. It not only kills smaller competitors but also gives an opportunity to the monopolizer to fix prices according to his whims. This is very much seen in our own country.

Trade cycles.—Due to the development of commerce, trade cycles have come into being. Due to these trade cycles, there is, in natural course ; unemployment, economic depression, and such other things. Due to the economic depression, several countries have to face the consequences of unemployment. In 1929, stock exchange of New York created economic depression, which had its effect on the whole of the world. World War II of 1939 was very much influenced by it.

Creation of classes and exploitation.—Development of commerce has created different classes, the class of the rich people, the middle class and the class of the workers. These classes have conflicting interests. The class that has a superior position exploits the inferior classes. This spreads the element of hatred in the society.

Exploitation is inhumane and unpardonable, but it is an essential part of commerce under the capitalistic system of society.

Mechanical outlook.—Due to machines, human-beings lose identity. Industrialisation brings about, in its way, a mechanical outlook. This mechanical outlook shatters the values of morality. That is why we find that with the development of industrialization, moral standards also undergo a change. Due to mechanization, unemployment also sets in. Such a thing is bad for the countries that have dense population.

Clerical mentality.—Sometimes the teaching of commerce develops a clerical mentality in the people who study this subject.

They lose faith in human values and are more concerned with the papers and the books. This is harmful for human civilization.

Lack of practical knowledge.—In commerce, there is very little scope for practical knowledge. People who take to the commerce mostly do not go in for field work or do not see by themselves the working of the life in society. This has sometimes an evil effect on the society and its development.

Defective educational system.—The teaching of commerce sometimes brings about defective system of education. It is a new and a growing subject. Its utility has not been determined as yet. Its system of study has not been perfectly determined. Many of the evils are caused due to this defective system of education. However, what is needed is the proper organisation of the teaching of commerce, so that the main aims of the teaching of this subject may be achieved.

POINTS FOR REVISION

1. The teaching of commerce has certain disadvantages as well.

2. Disadvantages of the teaching of commerce are enumerated below :—

- (a) It has brought about the development of imperialism and colonialism.
- (b) It has also brought the element of war.
- (c) Unhealthy competition has dangerous effects.
- (d) Biddings and desire for hot money have evil effect.
- (e) Due to commerce, monopolistic tendency has grown in the field of trade.
- (f) Trade cycles in the natural course bring about economic depression and consequent unemployment.
- (g) Division of society into different classes, class conflict, exploitation, etc. are brought about by commerce.
- (h) It brings about industrialization, which changes moral values.
- (i) It is responsible for the growth of the clerical outlook and inhumane attitudes.
- (j) There is dearth of practical knowledge in commerce.
- (k) The defective system of education of commerce is responsible of many of the evils. What is needed is the proper organisation of the teaching of Commerce.

CHAPTER IV

METHODS OF THE TEACHING OF COMMERCE

Q. Describe briefly the methods of the teaching of commerce?

Or

What are the different methods of the teaching of commerce?

Ans. Importance of the method of teaching.—Method is the scientific way of doing a particular thing. This is determined by several factors, psycho-physical requirements of the students, the nature of the subject, socio-economic conditions, etc. It is, in fact, the bridge that connects the subject matter and the students. The teacher is the architect or the engineer to construct this bridge.

Method of the teaching of Commerce.—Commerce is a subject that has different branches and departments. There is a lot of practical work to be done while teaching this subject. The method of the teaching of commerce, therefore, differs from subject to subject. Let us now take each branch of commerce and talk about its method of teaching.

Book Keeping and its method of teaching.—This subject of commerce has more of the practical work in it than theory. It has the element of Mathematics in it.

While teaching the theoretical portion of the subject, the teacher may adopt the lecture method or the question-answer method and then proceed to practical work. The practical work may be taken up through project method or some such other method.

Book Keeping is of two types.—(a) Indian system of Book Keeping and (b) Foreign system of Book Keeping.

In foreign system of Book Keeping, there is the **Double Entry System**.

Need to give practical training.—After explaining the theoretical knowledge, the students should be given the training of practical work. They should be asked to make entries in the books and this would strengthen their knowledge.

Teaching of Accountancy.—This subject has a lot of element of Mathematics in it. In the beginning, the students should be acquainted with the theories of Accountancy. This may be done through Deductive Method. Then, they should be asked to do the practical work.

Demonstration and Black-board work.—Accountancy cannot be taught without giving proper demonstration and direction in the practical work. It should be done with the help of the black-board. The teacher should show to the students different types of books such as ledger, cash book, accounts book, etc. and then he should demonstrate their entries on the black-board. After it has been demonstrated, they should be given some practical training.

Correction.—Correction work is very important in the teaching of accountancy. It is like Mathematics where correction work has to be done regularly and systematically. The teacher would, through questions, revise the subject taught.

Practice.—In the teaching of Accountancy, practice occupies an important place. Without practice, the knowledge shall not be strengthened. Students should be given home task. In the class room also, they should be asked to do practical exercises of Accountancy.

Correspondence.—Correspondence or letter writing is an integral part of commerce. Many of the things in commerce are settled through letters. These letters are permanent documents that keep things in record.

Teaching of letter writing or correspondence.—The students have to be taught about letter writing. *Demonstration method* should be employed in teaching letter writing to the students. The teacher should, *with the help of the black-board*, present before the students the proforma and the methods of writing of different types of letters. He should explain to them what things are to be mentioned and the places on which they are to be mentioned.

Beginning and the end of the letter is quite important, and it should be explained to the students properly.

The language and the content material.—Business letters have a peculiar form. The language is soaked in courtesy. There are certain set phrases as well. But if these set phrases continue to be used, for all time to come, they shall grow stereotyped and they shall fail to have any psychological impact. It is, therefore, advisable to introduce the element of originality in these letters.

Practice and correction work.—The teacher of commerce should give a good deal of practical practice to the students in letter writing. Mistakes should be corrected. Stress should be laid on the language and its form.

Shorthand and typewriting.—These are the devices through which things are written out quickly and in neat and clean form. These two subjects have more of practical work in them than theory.

In the beginning, the teacher should explain the theories of these branches of commerce and then he should give them practical work.

Corelation between letter writing and shorthand and typewriting.—The teaching of letter writing should be corelated with Shorthand and typewriting. After giving practice in letter writing, the students should be given the dictation and they should be asked to type them out.

Realistic approach.—The teaching of the letter writing as well as typewriting and Shorthand should have a realistic approach. In typewriting and Shorthand, it is the speed that matters. The students should be given opportunity to develop their speed.

Despatch of letters.—The despatch of letters involves folding, putting them in the envelopes, writing address and pasting stamps etc. All these things should be systematically done. If the letter is not properly folded, it would be difficult to accommodate it in the envelop. If the letter has not been properly placed in the envelop, it shall be difficult for the party receiving it to open it and read it. It means that the letter should be properly folded and placed in the envelop. The stamp should be affixed on the left hand side. The flap of the envelop should be folded properly. It should not be glued too much.

The teacher should also explain the method of writing the address correctly.

Practical exercises.—Students should be encouraged to write letters with the definite commercial purpose and the teacher should check them. They may also be asked to do certain exercises in letter writing in the class.

Filing.—This is a method of keeping the record of the letters. There are different varieties of files. The teacher should present the models before the students and ask them to prepare certain files for their personal use.

Teaching of Business Method.—Business Method involves the teaching of several methods of dealing with people in business. It has more than one subject in it.

The teacher in the beginning should adopt the *Analytical Method* or the *Method of Narration* or *Lecture Method* to explain the theoretical portion. Then the practical aspect should be explained.

Corelation with life.—Business Method has more of practical value than theoretical. The teacher should try to corelate the teaching of this subject with life. He should take examples from the life in which the students move.

Use of Project Method or Problem Method.—For the teaching of Business Method, the project method of teaching or the problem method of teaching may be quite helpful. Problems and projects may be given to the students and they should be asked to solve them. This would provide them with an opportunity to do things independently, and also acquire practical knowledge.

Practical work.—Business Method has a lot of practical work, such as opening of accounts in post offices and banks, filling in the railway forms, signing cheques, drafts, Hundis, etc. The students have also to be given an idea about the working of the banks and clearing houses. The teacher should take his students for excursions and trip to these places and show their working to them. *Demonstration Method* can also be helpful in this regard.

Teaching of Banking.—This is a subject which has more of a practical value than the theoretical value. What is needed is the practical experience of the working of this branch of Commerce. In short, Banking has theory as well as practice in it. Theoretical knowledge may be imparted through lecture method or question-answer method, but the knowledge of the practical aspect can be imparted only through practical work. The practical work may be demonstrated in the class room or in the institution where the teaching work is going on. Here the teacher has to take recourse to the demonstration method. After demonstration method or demonstration, the students may be given some practical work. It is also possible to make them see things for themselves and other institutions, where this work is carried on in its real form.

Teaching of Commercial Mathematics.—Commerce has a lot of element of Mathematics in it. Mathematics is, in fact, an integral part of the working of Commerce. In spite of this importance, this subject is taught as an optional subject. Money and Commercial Mathematics have to be taught in corelation. The same is true about Banking as well.

While teaching the Commercial Mathematics, the teacher should take recourse to lecture method and deductive method. The practical portion may be taught with the help of the demonstration

method. Teaching aids like black-board and ledger book, etc. may be employed.

Teaching of Commercial Geography.—Commercial Geography plays an important role in the working of Commerce. Economic Geography and Commercial Geography influence several factors of Commerce. All these subjects have to be taught in correlation. While teaching Commercial Geography, all the methods that are employed in the teaching of Geography as a subject, should be employed. The theoretical portion may be taught through lecture method, deductive method and the practical portion may be taught through demonstration method.

In order to give the students an idea about the exact work of the Commercial Geography and its influence on Commerce, the students should be asked to draw maps, charts and such other things. Analytical Method and Synthetic Method may also be helpful in the teaching of this branch of Commerce. The same is true about Economic Geography as well.

While teaching Commerce, the basic factor that is to be kept in mind is that different branches should be taught in correlation with each other. No branch of knowledge can be taught independently. The method to be employed should depend upon the circumstances that influence the teaching. In short, it may be said that the best method would be that, which is permissible under the circumstances.

POINTS FOR REVISION

1. Method is an important aspect of the programme of education. It is a way of imparting knowledge in a scientific manner.
2. In the teaching of Commerce also, method occupies an important place.
3. Commerce has different branches and each branch can be taught by a method, which may not be applicable to the other branches.
4. The teaching of Book Keeping as well as Accountancy cannot be done only through lecture method or deductive method. Demonstration method has also to be employed, because both these branches have practical aspect of life.
5. Teaching of Correspondence or Letter-Writing has to be done through demonstration method. The students have also to be given proper exercise and drill.
6. In the teaching of Shorthand and Typewriting, lecture method, demonstration method, deductive method, all have to be combined. What is needed is the realistic touch.

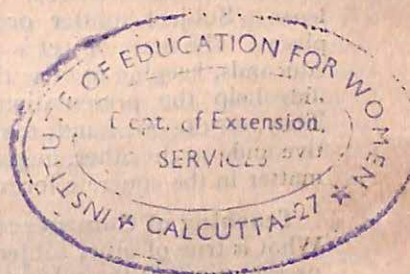
7. Teaching of Letter-Writing, Business Correspondence, Shorthand and Typewriting should be taught in corelation.

8. Teaching of Business Method should be done through lecture method or analytical method. Along with it, the demonstration method should also be employed.

9. Teaching of Banking, Money, Commercial Arithmetic, Commercial Geography, Economic Geography, etc. has to be done through lecture method as well as demonstration method.

10. The students have also to be given practical training in these branches. Unless, it is done, the knowledge imparted shall not be stable.

11. Teaching of the different branches of Commerce should be done in corelation.



CHAPTER V

MATERIAL AIDS AND THE TEACHING OF COMMERCE

Q. Describe briefly various material aids that are used in the teaching of Commerce?

Or

What is the importance of the material aids in the teaching of Commerce? Enumerate various aids that are used in the teaching of this subject.

Ans. Significance of the material aids.—Today education has become child centred. The main object is to make the child learn. Subject matter occupies a secondary and a subsidiary place. The main object is to make the subject matter clear to the educands, keeping in view their psycho-physical needs. Teaching aids help the presentation of the subject matter for the children. They, on the one hand, make the teaching interesting and effective and, on the other, help the presentation of the abstract subject matter in the concrete form.

Teaching of Commerce and the significance of the aids.—What is true of other subjects is true of this subject as well. The presentation of the subject matter of Commerce can also be made effective and interesting with the help of the material aids. Certain complicated and abstract principles that are employed in the practical work of Commerce can be made clear with the help of the material aids. Given below is a brief description of the different material aids that are employed in the teaching of Commerce.

Text-books.—It is a material aid as well as a device of teaching. What is needed in regard to text-books is that they should be written with an eye on the psycho-physical requirements and interest and aptitude of the students. The objective or the object of the teaching of the subject should also be kept clearly in aid.

Text-books of Commerce are bound to contain charts, graphs and diagrams etc. With these things, it is possible to make the subject matter more concrete.

Text-books cannot be the sole device of the teaching of Commerce. The teaching of the subject has also to be done with the help of other aids and objects.

Black-board and chalk.—In Commerce a lot of figure work has to be done. This figure work has to be done by the teacher in order to demonstrate certain things before the students. The teacher has, therefore, to make use of the black-board. The black-board should be used not only for the figure work but also for drawing diagrams, outlines, sketches and the summary of the lesson taught. The black-board should be clean and placed at a place that all the students may have a clear view of the things mentioned and written on it. With the help of the black-board summary, the students should be made to revise the lesson taught and have recapitulation.

Charts, maps, diagrams, etc.—In the teaching of Commerce, several things have to be explained. This can be done with the help of the charts, diagrams, graphs, etc. These charts and diagrams should be of proper size and properly drawn. With their help, it is possible to make the students learn things properly.

Ledgers, accounts books, cash books, etc.—There are the things that are employed in the practical work of Commerce. They do not form either the traditional teaching aids or the new teaching aids, but they form an important part of the working of the subject of Commerce and, therefore, they should be employed to explain and demonstrate the principles and laws of the subject of Commerce.

Audiovisual aids.—Modern educational researches have proved that if knowledge is imparted with the help of more than one sense organ, the experiences gained are more stable and they can be strengthened. Attempt is, therefore, made to make several sense organs, such as eyes, ears, hands, etc. work in combination while the process of education is going on. In order to achieve this object, audiovisual aids have been introduced in the field of education. They include radio, cinema, films and film strips, tape recorders, gramophones and records, Epidiascope, film projector's etc.

Audiovisual aids and the teaching of Commerce.—Audiovisual aids are helpful in presenting the abstract subject matter in concrete form. Several principles of commerce can be demonstrated in their practical form with the help of these audiovisual aids, such as films, film strips, radio etc. Teaching of commerce is, therefore, greatly benefited by the employment of audiovisual aids.

Radio.—It is possible to prepare a programme for the teaching of commerce through radio. Lectures may be arranged for imparting the knowledge of the subjects like Economic Geography,

Money, Banking, etc. Through radio, only theoretical knowledge may be explained.

Films and film-strips.—Through them it is possible to demonstrate the practical working of certain abstract principles. Through films, it is possible to present in concrete form the abstract subject matter. Certain films may be specially made for the purpose.

Film projectors.—It is a mechanical device through which the films are shown on the screens. In the commerce class room, it is possible to show certain films with the help of this aid.

Epidiascope.—It is an improvised film projector. Through this aid, it is possible to show even pictures taken out of magazines etc. in large forms. Several pictures that appear in the magazines of commerce, may be taken out and shown with the help of the Epidiascope.

Gramophone and records.—Through gramophone, records are played. These records may deal with theoretical knowledge of the commerce. Through gramophone, it is possible to explain the theory of the Shorthand and Typewriter.

Television.—Through television, it is possible to see the working of the commercial concerns and institutions in far off places. On the one hand, we can hear the voice and, on the other, see the things as they are actually going on. This would help the students to have recreation as well as education at the same time.

Pamphlets, magazines, etc.—They are helpful in providing up-to-date knowledge of the subject matter of Commerce. The teaching of commerce can, therefore, be made effective and interesting through all these aids.

The main object of the teaching of commerce is to make the students successful businessmen and commercial people. These aids are very helpful in this job.

POINTS FOR REVISION

1. *Material aids form an integral part of the educational system today. They make the teaching interesting and effective.*
2. *The teaching of Commerce is made interesting and effective through the use of material aids. Many of the things of commerce, that are abstract in nature, are clarified in a concrete form with the help of the material aids.*
3. *Material aids are of three kinds :—*
 - (a) Traditional aids.

(b) Modern or audiovisual aids.

(c) Specific material aids.

4. In the teaching of Commerce, traditional aids, such as text-books, black-board, pictures, models, charts, etc. play an important part. Through them, several theories of the commerce may be made clear and effective.

5. Modern material aids or audiovisual aids, such as radio, film, tape recorder, etc. are also helpful in the teaching of commerce. Subjects like typewriting, shorthand, may be demonstrated with the help of audiovisual material aids.

6. For the *teaching of commerce, certain specific material aids*, such as registers, files, etc. are also used. Through them, it is possible to demonstrate the working of certain subjects of Commerce.

CHAPTER VI

THE TEACHER OF COMMERCE

Or

THE IMPORTANCE OF THE TEACHER IN THE TEACHING OF COMMERCE

Q. Describe briefly the importance of the teacher of commerce and the requisites that he should possess?

Or

What is the place of teacher in the teaching of Commerce? Describe briefly the qualities of a successful teacher of Commerce?

Ans. The place of the teacher.—In the process of education, the teacher occupies the pivotal position. It is around him that the whole programme of education revolves. It is he who teaches the children. The programmes of education shall remain meaningless unless the teacher can make it interesting.

Teaching of Commerce and the teacher.—The place of the teacher of commerce is as significant as the teacher of any other subject. Commerce has a theoretical aspect as well as a practical aspect. The teacher of Commerce has to possess the added qualification of being able to do justice to the theoretical as well as practical aspects of the subject. The teacher of Commerce is expected to possess the qualities that the teachers of other subjects possess. In the following lines, an attempt has been made to enumerate those qualities.

1. Pleasing and impressive personality.—The personality is not only the outward appearance. It means the manners and the way of life as well. The teacher should not have any physical defect. In his behaviour, he should be amiable and pleasing. He should not be a very non-serious type of person. His dress should be quite sober but properly tailored. A teacher, who puts on goddy clothes or has bodily defects, cannot impress his students. He shall have difficulty in maintaining discipline in the class.

2. Up-to-date knowledge of the subject.—Every teacher has to possess the up-to-date knowledge of the subject. This is true about the teacher of commerce as well. He should not only have up-to-date knowledge of only one particular branch but of the different branches of Commerce. Only then it shall be possible

for him to create interest in the students for the subject and to carry them with him.

3. Studious and ever inquisitive about knowledge.—The teacher of commerce should be ever inquisitive to acquire knowledge. Then only, it shall be possible for him to keep his knowledge up-to-date. He should be studious and carry an heir of scholarship about him. This would create respect for him in the students and also interest in the subject.

4. Practical knowledge and common sense.—No teacher can be successful in his job unless he has a practical knowledge of the things and a strong common sense. Through these qualities, it is possible for him to impress the students and to create interest in the subject.

5. Must possess social and moral qualities.—The teacher has to contribute towards the development of the society and so he should possess social qualities like co-operation, sympathy, capacity to work with other people etc. He has also to build the morals of his students. He should, therefore, possess the moral qualities.

6. Qualities of leadership.—The teacher has to provide leadership to his students. Unless he has the qualities for it, he shall not be able to provide proper direction to his pupils. This is true of the teacher of commerce as well.

7. Knowledge of child psychology.—Today education is child-centred. Individual differences, interests, and aptitudes of the children have to be borne in mind while imparting education to them. Unless the teacher of commerce possesses the knowledge of child psychology, he shall not be able to have knowledge about these things and without this, it may not be possible for him to be a successful teacher.

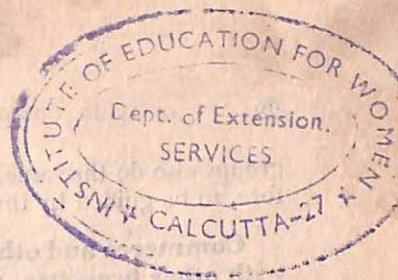
8. Trained and the knowledge of the methods of teaching.—Today training or a diploma in teaching is considered to be a requisite for proper discharge of the duties of a teacher. Through this training, it is possible for him to acquire knowledge about Methodology or the scientific way of imparting education.

9. Capacity to impart practical knowledge or training.—It is necessary for a teacher of Commerce to be able to do justice to the practical aspect of this subject. It is a subject that has the practical aspect, which is quite important. In fact, the theoretical knowledge of commerce has no value unless it is put into actual practice. The students have, therefore, to be trained to do practical work. The teacher of Commerce has to do it as well.

In short, it may be said that the teacher of Commerce has to possess all the qualifications that the teachers of other subjects possess. He has also to acquire knowledge about the use of material aids. In the teaching of Commerce, material aids are very much put to use. The teacher of Commerce has, therefore, to possess the capacity to use them properly and in the interest of the subject.

POINTS FOR REVISION

1. *Teacher occupies a pivotal position in the programme of education. He imparts education.*
2. *In the teaching of Commerce also, the teacher occupies a significant position.*
3. The teacher of Commerce has to possess the qualities that the teachers of other subjects are expected to possess. They are given below :—
 - (a) The teacher of Commerce should have a *pleasing personality and sober outlook.*
 - (b) He should be *of a studious temperament* and possess up-to-date knowledge of the subject.
 - (c) The teacher of Commerce should possess social as well as moral qualities and qualities of leadership, so that he may provide proper direction to his pupils.
 - (d) He should have interest in the subject and enthusiasm about the job.
 - (e) The teacher of Commerce should have the knowledge of the child psychology and knowledge about the methods of teaching preferably he should be a trained teacher.
 - (f) The teacher of Commerce should also have the capacity to handle the material aids that are employed in the teaching of the subject. The teacher of Commerce should be capable of handling the practical aspect of the subject. On the one hand, he should himself have the capacity to attend to the practical aspect of the Commerce and, on the other, he should train the students to do it.
4. In short, it may be said that the teacher of Commerce should possess all the qualities and qualifications that the teachers of other subjects possess.



CHAPTER VII

CORELATION OF COMMERCE WITH OTHER SUBJECTS

Q. Describe briefly the corelation of commerce with other branches of knowledge ?

Or

“Today no subject can be taught without its corelation with other subjects.” Discuss this statement in the light of the teaching of commerce and its corelation with other subjects.

Ans. Significance of corelation in education :—Today corelation is considered to be an essential part of education. Education is related to certain aspects of life as well as knowledge and thus the experiences gained are strengthened. In fact, it is helpful in many respects. The principle of corelation is based on the psychological principle of association. If a particular thing is associated with several other things, the experiences gained are pretty well strengthened. The knowledge acquired is also stable so it is useful in future life.

Corelation in teaching of commerce :—Teaching of commerce cannot be provided in isolation. In fact, commerce is a subject which has bearing on different aspects of life as well as education. Commerce should, therefore, also be taught in corelation with other subjects as well as life. Corelation of commerce may be of the following types :—

- (a) Commerce and corelation with life.
- (b) Commerce and its corelation with other branches of knowledge or other subjects.
- (c) Corelation between different branches of the subject of Commerce.

Let us talk about them a bit in detail.

Corelation of Commerce with life.—Today society has a lot to acquire from commerce. In fact, the dealings of the society are conducted in form of commerce. The subject of commerce has, therefore, a lot of relationship with life. It is corelated not only with the individual life but also with the life of the society. Not only individuals make purchases and sales of things, social

groups also do the same. The teaching of this subject has, therefore, to be guided by these factors as well.

Commerce and other subjects or correlation of commerce with other branches of knowledge.—Human knowledge has been divided into several categories. Two such major categories are :—

- (a) Natural sciences ; and
- (b) Social sciences.

Natural sciences consist of subjects like Physics, Chemistry, Mathematics, Botany, Zoology, etc.

Social sciences include History, Geography, Economics, Civics, Political Science, etc.

Let us now examine the relationship of commerce with all these branches of knowledge.

Corelation of commerce with natural sciences.—Commerce takes a lot of help from natural sciences. Several machines, such as typewriter, computers, etc., that are products of the natural sciences, help the working of the commerce. Apart from this indirect help, commerce takes some direct help from the subjects like Physics, Chemistry, etc. Time and Motion study is possible only with the help of the Physics. Similarly, scientific management, rationalization, workshop arrangement etc. can be successfully done only with the help of the natural sciences, like Physics, Chemistry, etc.

Commerce and Mathematics.—In commerce, a lot of figure work has to be done. Mathematics, which is the science of the figures and numbers, helps commerce a lot in this direction.

Commerce and Statistics.—Statistics is a new branch of Mathematics. Through this branch, it is possible to collect figures about several things and do things on the basis of the knowledge acquired. In commerce, no work can be done without statistics. If a particular market is to be found out, it can be done only with the help of the statistics. On the other hand, commerce provides a lot of data to statistics. It can, therefore, be said that relationship between the two is reciprocal.

Commerce and its corelation with social sciences.—All the branches of knowledge are corelated. In fact, they have a bearing on the society and so it is not possible to move without taking help from all these branches. Commerce, which has to deal with the life of the society, cannot discharge its function successfully unless it draws from different branches of social

sciences. In the following lines, an attempt has been made to examine this aspect of the commerce.

Commerce and Economics.—These two subjects are, in fact, very closely interrelated. In practical aspect of commerce, it would be difficult to separate the two branches of knowledge. Several theories of Economics, such as Theory of Movement or Theory of Supply and Demand or Law of Diminishing Utility etc., have their practical value in the field of commerce only.

Commerce is very much influenced by the trend of the budgets of the governments.—These budgets are based on the principle of Economics.

If Economics provides certain bases to the commerce, commerce also gives some material to Economics. It is on the basis of the data provided by commerce that several theories of Economics are governed and changes are effected in them. The relationship is, therefore, reciprocal and mutual.

Commerce and Geography.—Commerce draws a lot from the knowledge of Geography. Certain commercial activities can be conducted only on the basis of geographical conditions. A particular business may be established at a place where geographical conditions are favourable. Knowledge of geography is, therefore, helpful to commerce. Then, commercial geography is helpful to commerce. In commerce, natural resources, source of power, population, land, etc. play vital role. All these factors are studied under Geography.

Commercial Geography gets a lot of help from Commerce.—Several factors of study are provided by Commerce. Here the relationship is mutual.

Commerce and Political Science.—Political Science provides us the knowledge about the governments and their working. It also provides us the knowledge about political systems. Commerce has to take into account the political conditions. It is not possible for a businessman to establish a factory in a country that believes in social ownership of the means of production. In such a country the ownership will immediately be taken over by the government. On the other hand, if political conditions do not favour, it is not possible to conduct commerce smoothly. The knowledge of political science is, therefore, helpful here also.

On the other hand, it is possible to know the type of commerce that can flourish in a particular political system or a type of government.

Commerce and History.—The knowledge of History is helpful in the field of commerce. It is the story of the develop-

ment of the society and the human race. Under what conditions a particular business or commercial activities flourish, can be known only through the knowledge of History. On the other hand, commerce also provides subject matter to the History. The History of scarcity, development of money and other monetary activities can be found out only through the knowledge of history.

Commerce and Psychology.—Psychology is the science of the human mind. It provides us with the knowledge through which we can influence the human mind. In commerce, the knowledge of Psychology is very useful. The object of commerce is to influence the individuals. Individuals can be influenced only if their psychology is touched. In big commercial concerns there are psychologists who make researches in order to facilitate the working of the concerns.

In advertisement Psychology plays an important part. If a particular advertisement touches upon a psychology, it is likely to influence the person more. Through advertisement the sale of the goods is pushed. It can be successfully done by playing upon the human psychology.

With the growth in the field of the knowledge of psychology, a special branch devoted to commerce is coming up. This may be termed as Commercial Psychology or the Psychology of Commerce.

Commerce and Law.—Commerce has to take a lot of help from Law. While dealing with men, business concerns have to realise payments and sometimes legal action has to be taken against the defaulters in payments. Certain other problems and difficulties have also to be solved on the basis of the knowledge of law. Income-Tax also has bearing on law. It is, therefore, natural for commerce to draw upon law. A new branch of law known as Commercial Law is coming up. It is developing every day.

In short, it may be said that commerce has a relationship with different social sciences as well.

Corelation of commerce with its different branches.—Today society believes in specialization. Different branches of commerce have, therefore, grown up and assumed importance. Each branch or department of commerce deals with one particular aspect of commerce, such as business method, commercial statistics, business administration, accountancy and book keeping, banking etc. The relationship between these branches is natural and reciprocal. Each branch contributes its share to the wider phase of commerce. On the other hand, the wide field of

commerce contributes its own share to these different branches. Here, in fact, the relationship is like that of the partners. Knowledge of one helps the other.

POINTS FOR REVISION

1. This is an age of corelation. Corelation is to be found not only in education, but in life as well.
2. Commerce, which has a bearing on different branches of knowledge as well as life, cannot be taught in isolation. It has to be taught in corelation with other branches of knowledge as well as life.
3. Commerce has corelation with the following :—
 - (a) Life.
 - (b) Different branches of knowledge.
 - (c) Different branches or departments of its own self.
4. Commerce has relationship with natural sciences, such as Physics, Chemistry etc.
5. It has deeper relations with Mathematics and Statistics. The relationship is reciprocal.
6. Several theories of Economics find their practical working in commerce. On the other hand, commerce also provides data to Economics.
7. Geographical conditions help commerce and its growth.
8. History provides knowledge about the development of commerce and its different branches. Through certain institutions of commerce, it is possible to develop the theory about society and its different aspects.
9. Commerce has a close relationship with Political Science and Psychology. Through Political Science, it is possible to know the political conditions under which a particular commercial activity may develop. The knowledge of psychology helps the development of commerce and the sale of goods.
10. Through the knowledge of human psychology, it is possible to make them purchase certain things.
11. Law is also helpful in different commercial activities.
12. Different departments or branches of commerce are closely inter-related. They are, in fact, helpful to each other.
13. In short, it may be said that commerce has the corelation with life as well as different branches of knowledge.

These defects do influence the evaluation of the achievements of the students in the subject of Commerce as well. In order to do away with these defects, new tests or objective tests have been introduced. In Commerce, objective tests can be more useful as compared to essay type examination or test.

New tests and the teaching of Commerce.—New tests, that are objective or objective tests, can be quite useful in the evaluation of the achievements of the educators in the subject of Commerce. Through these tests, it is possible to test their knowledge quite objectively.

Types of new tests or objective tests.—New or objective tests are of the following kinds :—

- (1) True and false type test.
- (2) Multiple choice test.
- (3) Matching type test.
- (4) Completion type of test.

1. True and false type of test.—In this type of test, a statement has two statements, one is true and the other one is false. The students are expected to put a mark against the correct statement. Given below is an example of this type of test :—

Example direction.—Read the following statement and put the letter 'C' against the correct statement :—

- (1) In the eastern part of Uttar Pradesh, there are a number of factories of Jute/Cloth/Sugar/Glass/Steel.
- (2) In East Bengal a lot of sugar/jute/cloth is produced.

2. Multiple choice test.—In this type of test, several possible answers to a particular question are given. Students are asked to sort out the correct answer. Given below is an example of such a test :—

EXAMPLE

Direction.—Given below are various alternative answers to the question. Put a sign of '✓' against the correct answer.

Where the Bhakra and Nangal situated ?

(1) Uttar Pradesh.

(2) Rajasthan.

(3) Bihar.

(4) Punjab.

TEACHING OF COMMERCE AND EVALUATION

CHAPTER VIII

EXAMINATION SYSTEM AND THE TEACHING OF COMMERCE

Q. Describe briefly the significance of the evaluation in the teaching of Commerce? What would be the best method of examination for the subject?

Or
Write a short essay on the teaching of Commerce and examination system?

Ans. **Education and Evaluation.**—Evaluation is an integral part of education. It is a process through which the achievements of an educator are judged. It also helps the teacher to know about their defects and drawbacks. What is true of other subjects is also true of commerce. The achievement of the students in regard to their study of commerce can be judged only through evaluation or examination.

Teaching of Commerce—Present system of examination and its defects.—The present system of examination is called essay type of examination. In this system, the students are given certain questions and they have to write out their answers. In this system of examination, the educationists have pointed out the following three defects:—

(a) *Subjective factor* plays an important role in awarding marks and sometimes the marks awarded differ from subject to subject and examiner to examiner.

(b) It encourages the *role memory* in the students.

(c) *The element of chance* plays an important part in it. The students sometimes do not study the whole of the course and study only a portion of it and are able to secure good marks, because questions based on the portions studied happen to be asked in the examination.

The capacity to express the subject matter nicely influences the examiner and so he awards marks not on the knowledge of the facts but on the capacity to express things properly.

3. Matching type test.—In this type of objective test, students are given two lists, one containing the questions and the other one containing the answers. The students are asked to put the correct names or answers against the questions. Given below is an example of the same :—

Lucknow	Muslin.
Bombay	Chicken.
Calcutta	Brassware.
Agra	Cotton clothes.
Jamshedpur	Jute mills.
Baroda	Marble work.
Meerut	Iron and steel.
Moradabad	Cotton.
Dacca	Scissors.

4. Completion test.—In this type of test, the students are given certain sentences with certain places black. They are asked to fill in these blanks. Given below is an example :—

Direction.—Complete the following statement :—

(1) The theory about population was prepounded by.....

(2) When there is depression in the market, there is.....

Aspects of evaluation in the teaching of Commerce. The subject of Commerce has two aspects :—

(a) Theoretical.

(b) Practical.

The evaluation of the theoretical knowledge of the subject of Commerce may be done with the help of the essay type of test or objective type of test. In fact, it would be better if both these types of tests are used in combination.

Practical examination and the teaching of Commerce.—Commerce has more of practical aspect than theoretical. In order to test the practical knowledge about the subject, the practical examination should be introduced. This can be done by asking the students to do the practical work. It may be done under controlled conditions in the institution or in actual commercial institution. The students may be directed to work as apprentices in these institutions and their performance in practical work may help the examining body to have an evaluation of their achievements.

Requisites of a dependable system of examination.—No examination system, whether essay type of examination or objec-

five type of examination, can be called effective and successful unless it possesses the following qualities :—

(1) Objectivity.

(2) Validity.

(3) Reliability.

(4) Simple to mark.

(5) Easy to use.

Objectivity.—It means that the answer should display the knowledge of the subject and not only the display of the expression. The examination should be such that any teacher would award the same marks.

Validity.—This quality requires that the examination should help the examiner to have correct idea about the valid knowledge of the students. If a teacher wants to know about the knowledge of Indian system of Book Keeping, the examination system should be able to do it.

Reliability.—The questions or the tests should be reliable and dependable. In other words, it would mean that the examinee would secure the same number of marks whether the papers are examined by A or B.

Simple to mark.—The marking of the questions should not take very long.

Easy to use.—The examination should be such that any teacher should have the knowledge about its use.

If these qualities are fulfilled by the objective type of tests, they are good.

POINTS FOR REVISION

1. Examination or evaluation is an integral part of education. It helps the students to revise their lessons and the teacher to have an idea about the achievement of the educands.

2. The teaching of Commerce cannot be successfully done without the use of the examination system or technique of evaluation.

3. The present system of examination, *i. e.*, the essay type of examination, has the defects of being subjective and encouraging the students to cram things.

In this system of examination, the element of chance and the method of expression sometimes plays an important part and the objective knowledge is not tested.

4. In order to do away with the defects of the essay type of

examination, new type of tests or objective type of tests have been introduced. They are of the following types :—

- (a) True and false test.
- (b) Multiple choice test.
- (c) Matching type test.
- (d) Completion type of test.

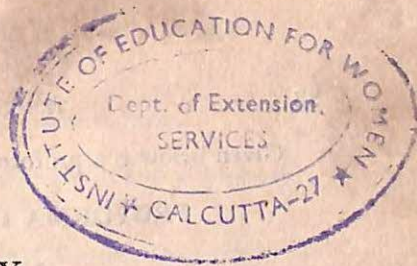
5. In the teaching of Commerce, objective type of tests can be quite helpful.

6. In fact, it would be better if in the evaluation of the knowledge of Commerce, the new type of tests and essay type of tests are used in combination. A synthesis of both these types of tests can be quite effective.

7. Practical examination has to form an integral part of the teaching of Commerce. This practical examination may be conducted in the institution or in the Commercial organisations.

8. A successful and dependable examination system must possess the following requisites :—

- (a) Objectivity.
- (b) Validity.
- (c) Reliability.
- (d) Simple to mark.
- (e) Easy to use.



CHAPTER IX

TEACHING OF COMMERCE AND LESSON PLAN

Q. Describe briefly the requisites of a good lesson plan and also give an example?

Ans. Lesson plan and its importance.—Every pupil teacher in every training institution has to prepare a lesson plan before he or she is allowed to enter the class room to do the practice teaching. Lesson plan is nothing but the preparation for teaching Teachers when they enter the actual profession may not prepare a lesson plan every day in the form they have been doing it while they were students of the training college, but they have to give programme. This preparation is nothing but the lesson plan.

Requisites of a lesson plan.—A lesson plan is based on the following requisites :—

- (a) The knowledge acquired by the students or their previous knowledge.
- (b) The direction to which the students have to be carried or the aims.
- (c) Subject of the new lesson or the object.
- (d) Statement of the experiences of the teaching.
- (e) Presentation and organisation of the method of imparting knowledge.

Five steps of Herbert and the lesson plan.—Lesson plan is actually based on the four steps that were later on made five. Four steps were originally enunciated by Herbert, the famous idealist educationist and the fifth one was added to it by his disciple, Ziller. Given below are the following steps :—

- (1) Introduction.
- (2) Presentation.
- (3) Association.
- (4) System.
- (5) Method.

Given below is a proforma of a lesson plan :—

PROFORMA OF THE LESSON PLAN

Lesson Plan No.

Date.

Subject.

Topic.

Name of the Institution.

Class.

Period.

Time or duration.

Average age.

Name of the Pupil Teacher.

General aims.—After all these things have been put down, the general aims are to be written out. These general aims are almost the same in all the lessons. The main aim of the teacher of Economics is to achieve these objectives through the teaching of Economics. These general aims are as given below :—

General aims.—(1) To acquaint the students with the elementary theories and principles of Economics and to equip them to face and solve the economic problems of their future life.

(2) To acquaint the students with various economic problems of the society and the State and also to acquaint them with the solution of these problems.

(3) To bring home to the students the practical importance of Economics.

(4) To acquaint the students with the various steps taken by the State to establish a welfare State.

(5) To develop the power of thinking, reasoning, and knowledge of the students so that they may be able to know perfectly about Production, Consumption, Exchange, Distribution, etc., and their various problems and working.

(6) To develop the quality of broad-mindedness in the students so that they may understand the problems of other countries and have sympathy with those problems.

(7) To equip the students to be able to compare the progress of the country with the progress of the world at large.

(8) To encourage the students to take active part in the efforts to economic progress of the country and to understand the problems of that field.

(9) To develop the qualities of economic citizenship in the students.

(10) To develop the power of review and critical appreciation of various economic problems in the students.

Specific aims and objectives.—These aims and objectives are directly based on the topic. They should be presented in simple and concise form.

Teaching aids.—We already know about these aids. They are for making the teaching effective and interesting. They should be used judiciously and in order to meet the requirements of the topic. As far as possible, the teaching aids should be cheap and have a direct bearing upon the topic. They should not be repeated in every lesson. They may include the following :—

- (1) Text Books.
- (2) Charts.
- (3) Maps.
- (4) Records.

Knowledge assumed or previous knowledge.—This is the base of the presentation of subject-matter. The teacher should act very cautiously in using it. It is on this foundation that the teaching of the whole lesson is conducted.

Introduction.—It is at this stage that the teaching of the lesson starts. Its main aims are the following :—

- (1) To test the knowledge assumed of the students.
- (2) To prepare an effective atmosphere for the acquisition of the new knowledge.
- (3) To prepare the students to acquire the new knowledge.

There are set rules about the introduction as follows :—

- (1) It may either be in the form of certain questions, or
- (2) The teacher may display some picture, chart or diagram, or
- (3) The teacher may begin by narrating a story.

In doing all these things, he should keep in mind the psychology of the students. He should also see to it that a psychological system is established in the minds of the students. One step of the introduction should form an integral part of the other step. Introduction should start on the basis of the knowledge assumed or the previous knowledge of the students.

It should always be borne in mind that the introduction may not become too long.

Statement of the objectives.—After the introduction, the teacher states clearly the specific objectives of the lesson. These

objectives should be stated in a simple language and short manner. These objectives should aim at developing the feeling of 'We' in the students.

Presentation.—It is here that the new lesson is presented. As and when possible, an attempt should be made to co-relate the knowledge of this lesson with the knowledge of other subjects. The pupil teacher should try to apply the appropriate method for the teaching of the topic. It is at this stage that the teaching aids are employed.

Black-board Summary.—An attempt should be made to divide the lesson into certain convenient units. At the end of one unit or lesson, important elements should be put down in the form of black-board summary.

It is also possible to put down the questions meant for recapitulation in the form of black-board summary.

It is also possible to go on developing the black-board summary along with the development of the lesson.

Precaution.—Students should not be allowed to note down the black-board summary while the teaching is going on. They should be allowed to do so only at the end of the lesson.

Recapitulation.—The main aim of this step is to test the knowledge acquired by the students. It is at this stage of the teaching that the teacher is also able to test his own working. It should not take very long time.

Home Work.—At the end of the lesson, the students may be given some home work. This home work should be given in accordance with the age and psychological requirements of the students.

Home task should be given in order to test the knowledge acquired by the students.

It should also aim at developing the habit of self-study in the students.

While giving home task, the interest, the individual differences, and the conditions of the students should also be kept in mind.

The teacher should examine the home work regularly.

Lesson Plan

(Question-Answer Method)

Date	11-11-1967	Class	.. X
Subject	Commerce	Period	.. II

<i>Topic</i>	Commercial Economics	<i>Time or duration</i>	.. 40 minutes
<i>Name of the institution</i>	Government Inter College, Bahraich	<i>Average age</i>	.. 16 years

Name of the pupil teacher.—Amreendra Kumar Vaish.

General aims.—(1) To acquaint the students with the general principles of Commercial Economics.

(2) To explain to the students the importance of the Commercial Economics in the material life.

(3) To develop the economic feeling of the students and to make them understand the utility of the production or the production utility.

(4) To activate and awaken the practical knowledge of the students.

(5) To acquaint the students with the economic structure of the world.

(6) To acquaint the students with the ways and means of self-reliance.

Specific aims.—(1) To explain the practical utility of the Commercial Economics.

(2) To explain to the students the important place of Commercial Economics in the trade and industry.

(*Method—Question-Answer*)

Previous knowledge.—The students on the basis of their previous knowledge or knowledge assumed, know that it is necessary to have wealth to complete any task of production. Money is also needed for other functions. It is also necessary to have money for other works and functions.

Note.—This can be ascertained with the help of the following questions :—

(1) What is needed for purchasing a thing? (Money, rupees, change, etc.)

(2) For what the things are purchased? (For consumption).

(3) Why do they incur several expenditures in order to run the mill? (In order to achieve gain or profit).

(4) For what purpose do the mill-owners purchase sugarcane? (To produce sugar).

(5) What thing is needed most for producing a thing or commodity? (Capital).

Teaching aids.—(1) General things of the class.

(2) A few pictures, diagrams and sketches.

(3) Certain figures or data or statistics of some trade. (Imaginary).

Introduction.—This may be carried out with the help of the following questions :—

(1) What steps are taken in order to produce grain for food? (Agriculture)

(2) What do those persons do in order to procure foodgrains who do not take to agriculture? (By purchasing).

(3) Sohan Lal wants to establish a factory. What is the thing that he shall need most? (Money, capital).

(4) What a rich or a wealthy person is generally called? (Capitalist).

(5) What is the wealth investment in the industry called? (Capital).

Statement of aims.—Today we shall study about 'The Importance of Capital in the Industry.' How the capital is arranged in order to run an industry? How is it managed and arranged?

Presentation.—It may be done with the help of the following questions :—

(1) What are the causes of spending the money? (Fulfilling of the wants).

(2) What are the various kinds of needs and wants? (Personal, concerning business, collective or social etc.).

(3) What are the various organs or constituents of an industry? (Land, Capital, Labour, Management and Enterprise).

(4) How does an industrialist secure land? (He purchases the land by paying money to the landlord).

(5) What are the various elements that have to be collected for running a business? (Machines, building, etc.).

(6) How does he procure all these things? (By purchasing).

(7) How does he get workmen or labourers? (By paying wages and salaries in form of money or wealth).

(8) How does an industrialist secure Manager, clerk, accountant and other workers? (By paying them salaries in form of money).

(9) How does he secure raw material? (By purchasing it).

(10) How does he manage export, import, transition of raw material and the finished goods? (By railway, truck, bullock-cart, and such other means of transport and communication).

(11) How does he secure these means? (By spending money, he secures all these means).

(12) In other words, what does he do in order to accomplish his job? (He has to spend money in order to meet his requirements and procure things).

(13) Why does the industrialist spend money in so many ways? (In order to earn profits by running industry).

(14) Who secures the entire profit earned through trade and business? (Industrialist).

(15) What the labourers and other employees get? (Money in form of wages and salaries).

(16) If in spite of efforts there is loss in the business, who suffers the loss? (It is the industrialist who has to suffer the loss and the damage).

(17) What name is given in Economics to this capacity to bear and suffer the loss and earn the profit? (Enterprise).

(18) What is the thing needed by the industrialist at every place? (Capital).

(19) What are the means of procuring and securing all the things needed for the business? (Capital).

Statement of the teacher.—Thus we have seen that in order to run an industry, land, machinery, capital, labour, management, etc. are needed. It is the capital through which the various constituents of the industry or trade, such as labourers, paid clerks, managers, etc. are secured. Enterprise is also needed for the trade. It is this power which gives the trader the capacity to suffer the loss and damages.

All these things are secured with the help of capital.

Sources and Importance of Capital.—(1) Where does the industrialist secure all this money that he uses as a capital?

(He sells out the shares of the industry and thus makes others partners in the business. He also borrows from the bank and sometimes from the Government).

(2) What do the share-holders gain ?

(At the end of the year, they get the dividends in proportion to their capital investment. They are also shown the Balance Sheet of the Industry).

(3) On what conditions do the bank advances loans ?

(There is a fixed rate of interest at which the banks advance loan and as a security they deposit the raw material with them. When the material is sold they clear out the account).

(4) What does the Government get ?

Government get the interest and after a stipulated period they get back their loan and also get some money by way of taxes).

(5) What is the position in small industries ?

(The proprietor makes arrangement of the capital according to his convenience).

(6) Can any business run without capital ?

(No. For every business capital is needed).

(7) What are the types of capital in an industry ?

(Two types, permanent and dynamic) ?

(8) What is meant by stable or permanent capital ?

(Permanent capital includes all those things that have been purchased once and which continue to give service for a pretty long time).

(9) What is meant by dynamic or floating capital ?

(It is with the help of the dynamic capital or floating capital that day-to-day expenses are met).

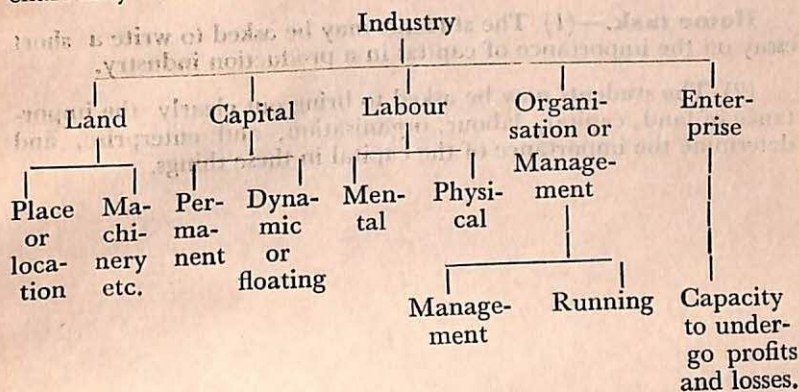
(10) Explain the dynamic capital with the help of certain examples.

(The wages of the labourers, the salaries of the employees, the cost of raw material, and such other expenses are incurred out of the dynamic capital.

Statement of the teacher.—Thus we have seen that for every industry the capital is the most important requirement. Without

capital no industry can be run. Almost all the elements of industry are run by the power of the capital. Things connected with land, the labour—mental as well as physical, management, enterprise, etc., are all procured and secured by capital. Therefore, capital occupies a very important place in the industry.

Black-board Summary.—On the black-board, the following chart may be drawn to depict the requirements of an industry :—



Land

.. Location, machine, etc.

Capital

.. Permanent or static.

Land

.. Machinery and such other things that remain active for a long time.

Dynamic or floating

.. Cost of the raw material, wages, timely expenditure of the things manufactured.

Labour

Mental

.. That labour which is done by mind.

Physical

.. Those persons who carry out manual labour such as fitter, mistry, workmen etc.

Organisation

Management

.. Manager, Accountant, etc.

Working or running

.. Job of the Directors.

Enterprise

.. Capacity to undergo and incur loss and earn profit.

Recapitulation.—It may be carried out with the help of the following questions :—

(1) What business is carried on?

(2) What are the various agencies that help the running of an industry or business?

(3) Give out the importance of capital in industry?

(4) What are the various types of capital?

(5) What is the difference between the static or permanent and dynamic or floating capital?

Home task.—(1) The students may be asked to write a short essay on the importance of capital in a production industry.

(2) The students may be asked to bring out clearly the importance of land, capital, labour, organisation, and enterprise, and determine the importance of the capital in these things.